

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Request for Professional Development Assignments for FY 2003

Date: January 7, 2002

Recommended Action: Approve professional development assignments for the 2002-2003 academic year (FY 2003).

Purpose of Report Each year, the Board of Regents is asked to approve faculty assignments that are designed to improve the Regent institutions as specified in the *Procedural Guide* §4.09. Professional development activities by the faculty are essential to the academic vitality of the universities.

Review Process Each university reports that a rigorous review process is conducted for every proposed professional development assignment. A faculty member who requests a professional development assignment must make a written application for the assignment. Each request is reviewed at the department and collegiate levels to determine the appropriateness of the proposal in light of departmental and collegiate needs, staffing, and financial considerations. Each department and college then makes a recommendation to the provost.

Departments and colleges may apply to the provost for financial assistance to hire replacement faculty if departmental and collegiate resources are insufficient. A university committee reviews all requests for assistance and makes recommendations to the provost.

Each provost forwards a recommended list of professional development assignments to the Board for approval. The Board must grant its approval before final preparations can be made for a professional development assignment.

Requests The universities are requesting the Board to approve professional development assignments for 137 faculty members at the Regent universities during the 2002-2003 academic year; this represents a 6.2% decrease in the number of requests from the prior year. The decrease is due primarily to current budgetary constraints.

- SU1 requests approval for 84 professional development assignments (5.2% of the eligible faculty).
- ISU requests approval for 35 professional development assignments (2.5% of the eligible faculty).

- UNI requests approval for 18 professional development assignments (4.1% of the eligible faculty).

Total Costs Total costs of the professional development assignments are projected to be \$6,842,465, which is 1.8% of the total faculty salary budget for the current fiscal year.

Proposed Activities Faculty will engage in many productive activities during their professional development assignments. For example, faculty members have the opportunity to engage in intensive research, write books and articles, create new works of art and compositions, present papers, work in industry, develop modeling systems, and develop grant proposals, software, course materials, and multimedia resources for their disciplines.

Link to Strategic Plan: This report addresses the following Key Result Areas (KRAs) in the Board's Strategic Plan:

- | | |
|---------------------|--|
| KRA 1.0.0.0 | Become the best public education enterprise in the United States. |
| Strategy 1.1.3.0 | Include meritorious teaching as part of the reward structure relating to salary increases, promotion, tenure, and professional development leaves. |
| Action Step 1.1.3.2 | Report data in the relevant governance reports and presentations to the Board. |
| Strategy 1.2.1.0 | Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence. |
| Action Step 1.2.1.0 | Each institution maintain the confidence and support of the public by utilizing existing financial resources efficiently and effectively. |
| KRA 4.0.0.0 | Meet the objectives of the Board and the institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources. |

Background: Professional development assignments are one of the ways by which the Board of Regents and the universities ensure a vital, engaged faculty. Professional development assignments release faculty members from some of their campus responsibilities to pursue research and other creative endeavors that enhance the teaching environment as well as the reputation of faculty members and the institution. The professional development programs established on each campus have also been used to recruit high quality faculty to the Regent universities.

Applications Regent universities have accepted applications from faculty members for professional development assignments for the 2002-2003 academic year. These have been reviewed at the departmental, collegiate, and university levels. The appropriate provost has recommended each proposed professional development assignment.

Return to Institution By law (*Iowa Code* §262.9[13]), a faculty member is required to return to the institution for two years¹ following an assignment or repay the costs associated with the professional development assignment if the faculty member does not return to the institution.

Analysis: The universities request, and the Board Office recommends, that 137 professional development assignments be approved for the 2002-2003 (FY 2003) academic year.

**Requests for Approval at Regent Universities
1993-1994 to 2002-2003**

Year	SUI	ISU	UNI	Total
1993-1994	108	44	21	173
1994-1995	86	50	19	155
1995-1996	96	53	23	172
1996-1997	89	46	25	160
1997-1998	95	60	24	179
1998-1999	106	52	20	178
1999-2000	113	46	21	180
2000-2001	96	53	20	169
2001-2002	82	46	18	146
2002-2003	84	35	18	137

Projected Costs Total costs for professional development assignments include three components: salaries and fringe benefits; replacement costs; and research expenses.

- The salaries and fringe benefits are the actual costs for faculty members on professional development assignment.
- The replacement costs include only those costs covered out of the provost's office. The costs vary significantly between Regent universities. One reason for this variance appears to be the size of the affected department. A larger department at one university has more resources to assume the teaching load of a faculty member on

¹ An opinion from the Iowa Attorney General (Appel, February 26, 1979) indicated that the required payback period is twice the length of the professional development assignment, e.g., one semester requires one year of service after the assignment.

professional development assignment than a smaller department that may need to hire a temporary faculty member to cover the teaching load. Another reason might be the specific discipline and current teaching load of each faculty member on assignment, which may vary considerably. Furthermore, a large department or college might have greater ability to cover the replacement expenses out of its allocated budget.

- Research expenses are typically associated only with faculty and global scholars at the University of Iowa.
- Total costs for professional development assignments projected for the 2002-2003 academic year are \$6,842,465, which represents 1.8% of the total salary budget for FY 2002.
- The projected costs for professional development assignments for FY 2003 are 5.3% lower than the costs projected for FY 2002.

Projected Costs of Professional Development Assignments 2002-2003

	Salaries and Benefits	Replacement Costs	Research Expenses (SUI)	Total
SUI	\$4,109,013	\$8,641	\$89,000	\$4,206,654
ISU	\$1,604,684	\$71,958		\$1,676,642
UNI	\$792,723	\$166,446		\$ 959,169
Total	\$6,506,420	\$247,045	\$89,000	\$6,842,465

Faculty Vitality

As with any organization that must ensure that its members maintain a high level of quality and productivity, the Regent universities provide professional development assignments as an investment in faculty to develop new course materials, expand their areas of expertise, and explore new aspects of their disciplines. This investment is to the benefit of students, the institution, and the state.

University of Iowa

Educational excellence can only be obtained with a vital faculty that actively pursues new developments in knowledge and teaching. A period of sustained time for special projects is essential for maintaining faculty vitality. The projects proposed by the University all relate to its educational mission and involve research in different fields of value to the University. An award of time for such a project enables the faculty member to improve individually and to achieve institutional educational objectives.

Eligibility	<p>Faculty members are eligible for an initial or subsequent one-semester regular professional development assignment after 10 semesters of full-time service.</p> <ul style="list-style-type: none">• Clinical-track faculty members who wish to pursue assignments that will improve clinical or technical expertise are now eligible to apply for an assignment.• Faculty members may apply for an assignment of up to one year in length. The one-year assignments are intended primarily for 12-month faculty in the health science colleges whose schedules do not fit the traditional academic calendar, but 9-month faculty may apply for them in special circumstances.
Program Changes	<p>Recently, the Office of the Provost reviewed the Global Scholars program because the number of applications had been decreasing. The review was conducted by the International Programs' Executive Committee and concluded that the existing restriction of applications to faculty who had never done international research or those who wished to expand their international research to a new country was too limiting. Therefore, the program guidelines were changed, resulting in four applications.</p> <ul style="list-style-type: none">• This program is intended to provide the opportunity for tenured faculty members, with established records of research and teaching, to consider their research and teaching in relation to significant globalizing trends. Faculty who have not previously carried out research on international issues are particularly encouraged to apply.
Requests	<p>The 84 professional development assignment requests from SUI include five new Faculty Scholars, 11 continuing Faculty Scholars, one new Global Scholar, and one continuing Global Scholar. The requests will enable 40 professors, 43 associate professors, and one assistant professor to participate in professional development assignments. Forty-six requests are for Fall 2002, 31 are for Spring 2003, and seven are for the full year. The average length of service at the University by the participants is 14.2 years.</p>
"Faculty Scholars"	<p>Professional development assignments for Faculty Scholars represent a three-year commitment from the University to enable professors to develop satisfying careers in academia. Faculty Scholars receive a release from campus obligations for one semester for three consecutive years. Nine Faculty Scholars are male (56.3%) and seven are female (43.7%).</p>

"Global Scholars" Professional development assignments for Global Scholars represent a two-year commitment by the University to provide a semester of release from campus obligations each year. The professional development assignments provide opportunities for faculty to incorporate international perspectives in their research, teaching, and service interests. The two Global Scholars who requested professional development assignments are male (100.0%).

Race/Ethnicity and Gender The requests include professional development assignments for 61 (72.6%) males and 23 (27.4%) females. Fourteen (77.8%) racial/ethnic minority faculty members who applied for professional development assignments are recommended for approval; this represents 16.7% of the total number recommended for approval.

**University of Iowa
Professional Development Assignments by Race/Ethnicity and Gender
2002-2003**

	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	1,254	523	1,056	401	57	26	50	20
African-American	21	17	17	9	2	2	2	1
Asian-American	128	20	98	15	8	1	7	1
Native American	2	3	2	1	0	0	0	0
Hispanic-American	31	17	22	9	2	3	2	1
Total	1,436	580	1,195	435	69	32	61	23

Projected Costs The total projected cost of the program for 2002-2003 is \$4,206,654. The salary and fringe benefit costs are projected to be \$4,109,013; the replacement costs are projected to be \$8,641; and the research-related expenses for the Faculty and Global Scholars is projected to be \$89,000. The replacement funds are provided by the Provost's Office if department or college funds are not available; the average replacement cost per faculty member on professional development assignment during 2002-2003 is projected to be \$103.

Proposed Activities The following are examples of proposed activities for the FY 2003 professional development assignments:

- Write the first comprehensive textbook on music in special education.
- Produce the first thorough and general study of mechanized deduction methods as search strategies, as opposed to inference systems.
- Write a textbook in agricultural medicine, which would focus on health problems of agricultural workers.

- Develop new theories of electron spin coherence in artificially structured semiconductors, including the generation, transport, and detection of coherent spins in semiconductor devices.

Iowa State University

The University recognizes that, periodically, faculty members require significant opportunities for professional growth and development and the Professional Development Assignment (PDA) program is one of the best modes to achieve such growth and development. The University strives to promote an environment in which the faculty will be motivated to participate in the PDA program.

Eligibility

All faculty members employed half-time or more are eligible to apply for professional development assignments. The University requires no minimum length of service for the initial or subsequent assignments. However, priority may be given to tenured faculty members over adjunct and non-tenured faculty or to faculty members who have not received a professional development assignment in the past five years. A minimum of two years must have passed from completion of the previous professional development assignment.

Requests

The 35 professional development assignment requests from ISU include one distinguished professor, 16 professors, 16 associate professors, and two assistant professors. Fourteen of the assignments will occur in Fall 2002, 10 will occur in Spring 2003, and 11 will occur in all or parts of both semesters. The average length of service at the University by the participants is 14.5 years.

Race/Ethnicity and Gender

ISU has recommended professional development assignments for 35 faculty members, 21 (60.0%) of whom are male and 14 (40.0%) are female. Eight (100.0%) racial/ethnic faculty members who applied for professional development assignments have been recommended for these assignments; this represents 22.9% of the total number recommended for approval.

Iowa State University Professional Development Assignments by Race/Ethnicity and Gender 2002-2003

	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	1,035	480	876	315	17	13	15	12
African-American	23	18	17	14	1	1	1	1
Asian-American	131	28	117	23	3	1	3	1
Native American	7	3	6	3	1	0	1	0
Hispanic-American	24	8	19	6	1	0	1	0
Total	1,220	537	1,035	361	23	15	21	14

Projected Costs	<p>The total projected cost for 2002-2003 is \$1,676,642. The salary and fringe benefit costs are projected to be \$1,604,684 and the replacement costs are projected to be \$71,958. While the provost provides some financial support for funding replacements, colleges/departments are supporting the majority of the assignments. The colleges and departments are using a combination of resources to fund the assignments: salary savings generated from the faculty members on assignment; re-assignment of course loads among current faculty; and additional college funds available for professional development. The average replacement cost per faculty member on professional development assignment during 2002-2003 is projected to be \$2,056.</p>
Proposed Activities	<p>The following are examples of proposed activities for FY 2003 professional development assignments:</p> <ul style="list-style-type: none">• Conduct archival work for a book project regarding the relationship between science, technology, and the Soviet state.• Examine the sanitary and phytosanitary and technical barriers to trade measures affecting competitiveness and imposing trade restrictions on agro-food industries with health, environment, and quality standards.• Extend research program in computational structural biology, focusing on the development and application of computational approaches to analyze and predict protein-protein interactions.• Conduct on-going research in the area of wave propagation and asymptotic ray approaches in order to introduce new asymptotic methods in the field of inverse scattering.
<u>University of Northern Iowa</u>	<p>At UNI, professional development assignments are awarded to faculty members to undertake approved programs of study, research, or other professional activity. This program is directed at maintaining faculty vitality by providing opportunities for faculty members to advance their teaching and scholarly interests.</p>
Eligibility	<p>Only full-time tenured faculty members are eligible for professional development assignments. Faculty members are ineligible for subsequent assignments during the three years following an assignment.</p>
Requests	<p>UNI has requested professional development assignments for 18 faculty members in 2002-2003. This recommendation includes professional development assignments for nine professors and nine associate professors. Four of the professional development assignments will occur in Fall 2002, 12 will occur in Spring 2003, and two will occur during both semesters of the 2002-2003 academic year. The average length of service at the University for the participants is 13.9 years.</p>

Race/Ethnicity and Gender Eight of the assignments (44.4%) are for female faculty members and 10 (55.6%) are for male faculty members. Two (50.0%) of the four racial/ethnic minority faculty members who applied for professional development assignments were recommended for approval; this represents 11.1% of the total number recommended for approval.

**University of Northern Iowa
Professional Development Assignments by Race/Ethnicity and Gender
2002-2003**

	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	339	234	251	137	11	9	8	8
African-American	12	7	9	5	0	0	0	0
Asian-American	23	9	15	5	4	0	2	0
Native American	3	3	3	0	0	0	0	0
Hispanic-American	12	7	5	4	0	0	0	0
Total	389	260	283	151	15	9	10	8

Projected Costs The total projected cost for 2002-2003 is \$959,169. The salary and fringe benefit costs are projected to be \$608,383 and the replacement costs are projected to be \$166,446. The replacement funds are provided by the Provost's Office if department or college funds are not available. The average replacement cost per faculty member on professional development assignment during 2002-2003 is projected to be \$9,247.

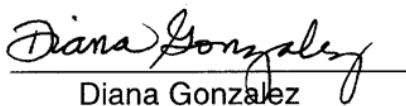
Proposed Activities The following are examples of proposed activities for the FY 2003 professional development assignments:

- Focus on electrode development in batteries and fuel cells and on electrochemical applications.
- Focus on comparison of recorded climate change in the North American continental interior with records of global change contained in deep-sea sediments and polar ice cores; examination of high altitude soils with data to be used in models of global warming.
- Focus on a historically significant reunification movement in 6th century China.
- Focus on qualitative variations in the light and velocity of pulsating stars by creating an on-line searchable database, by finding mathematical relationships, and by developing computer models that will assist astronomers using variable stars to determine distances to other galaxies and in the study of their evolution and pulsation properties.

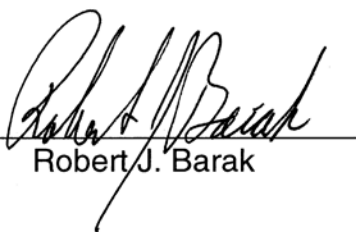
Regent Exhibit
Book

Complete descriptions of the proposed professional development assignments are included in the Regent Exhibit Book.

Recommendation: The requests for professional development assignments for 2002-2003 have been reviewed and processed by the Regent universities in accordance with institutional and Board policies. The Board Office recommends them for approval.


Diana Gonzalez

Approved: _____


Robert J. Barak